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ABSTRACT

A two-phase study was conducted to develop an instrument for evaluating college forensics directors. In the first phase, randomly selected schools with forensic departments were sent three questionnaires. The department chair of each school was asked to write an evaluation of the current director of forensics, and the director and the students in the forensics program were asked to write a description of the best and the worst director of forensics they had ever known. The essay evaluations were then content analyzed, and from these data an item pool was created. These items were phrased as statements, accompanied by a 15-point response scale. The resulting instruments were then completed by 10 students at each of 21 randomly selected schools. The results of the second questionnaire tended to validate the original content analysis categories in all but four cases. The results also suggested that there are three dimensions (factors) involved in the evaluation of forensics directors: coaching style, personal effectiveness, and professional characteristics. (HTH)

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American Forensic Association

**A Developmental Project for Student Evaluation
of Directors of Forensics**

Final Report

Period of Project: October 30, 1975 through August 31, 1976

Total Funds from Agency: \$1480.00

Date of Submittal: August 31, 1976

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Principal Investigator

David L. Cornelius
Co-Principal Investigator

Elliott A. Pood
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CS 504 801

Title: A Developmental Project for Student Evaluation of Directors of Forensics

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Supporting Funds: \$1480.00

I. Rationale

Research in the area of faculty evaluation is an integral part of the literature of education. Departments of Speech Communication are beginning to realize the importance of developing forms and methods for applying this research in the area of forensics. Yet, while this function is recognized as important, the opportunities for research in this area have not been explored. In a survey of 200 Speech Departments in the United States, Florence I. Wolff (1971) requested the criteria for faculty promotion in college and university Speech Departments. The results of the study showed that teaching

effectiveness ranked first; degrees ranked second; publications ranked third; and extra-curricular activities (e.g., forensics) ranked fourth. One comment from a department chairman cited by Wolff characterizes the attitudes toward extra-curricular activities. "We stress teaching effectiveness most and extra-curricular activities the least." This attitude, prevalent though it is, ignores the existence of educational performance in extra-curricular activities. Many studies have demonstrated the weaknesses of this philosophy (Ewbank, 1971; Phillips, 1962).

Current research emphasizes the importance of measuring specific teaching behaviors as separate entities (Greenwood, et al, 1973). The National Developmental Conference on Forensics recommended that Directors of Forensics be evaluated as teachers. However, traditional classroom evaluation forms are not applicable to the type of teaching involved in directing a forensics program, due to the multiplicity of functions the director of such a program must perform. Thus, the need for a separate and unique evaluation form is critical. Accordingly, this project sought to combine previous educational research in the area of teacher evaluation with the unique concepts and practices of forensics programs. The goal of this research was the development of an applicable and relevant evaluation instrument.

II. Procedures

The research was divided into two major phases: phase I consisted of the content analysis of natural language samples; phase II involved the testing of a pool of items drawn from data obtained in phase I. This pattern follows the procedures used by Greenwood, et al,

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in their 1974 research. It was hoped that the use of natural language samples would tap the ways in which Directors of Forensics are actually perceived by Students, Administrators, and other Directors; a second purpose was to prevent the influence of preconceived categories.

Phase I: One hundred schools were selected at random from a list of all colleges and universities with programs in forensics. Every seventh school on this list was placed in the sample. A packet containing three separate, open-ended questionnaires was mailed to each school. One questionnaire was directed to the department chairman, who was asked to write an evaluation of the current Director of Forensics, according to the following instructions:

Please write, in your own words, an evaluation of your current Director of Forensics (or Debate). Do not include his/her name. This evaluation should be a short essay including both strengths and weaknesses in his/her direction of the forensics program.

In the second questionnaire, the Director of Forensics was asked to write two evaluations, following these directions:

Please write, in your own words, a description of the best Director of Forensics you have ever known. Then write a description of the poorest Director of Forensics you have ever known. These descriptions should be about real persons, not hypothetical or ideal types. Please do not include names. Each description should include the individual's strengths and weaknesses as a Director of Forensics.

The third questionnaire was designed for the participants in the forensics program; instructions were the same as for the Director of Forensics. We requested that the questionnaire be distributed to ten students in the forensics program (see Appendix A).

The essay evaluations thus obtained were content analyzed using evaluative assertion analysis techniques. Evaluative assertions were isolated by one coder, then checked against the original essay by two additional coders.

All of the evaluative assertions were compiled into three lists (chairmen, students, directors of forensics). For each list, the assertions were grouped by similarities into categories by three independent coders. These three sets of category lists were then compared and collapsed into one set of three lists, i.e., one list for chairmen, one for students, one for directors; ambiguous categorizations were decided by mutual agreement.

As an additional check against possible omissions, these categories were compared to items submitted by three former Directors of Forensics, two nationally known current Directors of Forensics, and the current faculty evaluation form used at Florida State University.

From all these data, an item pool was created; the number of items representing each category was based on the percentage of assertions within each category out of the total number of assertions. These items were phrased as statements, accompanied by a McGuire fifteen-point response scale (McGuire, 1964).

Sixty schools were selected at random by taking every twelfth school from the list of schools with forensics programs. Every second school on this second list was then contacted about participating in the study. Those schools that refused were replaced by the school directly above on the list. Each participating school was sent ten

copies of the instrument with the following instructions:

1. Please read the instructions at the top of the first page carefully before beginning. /these instructions are quoted below/
2. Circle the response that best reflects the performance of your Director of Forensics.
3. Be sure to answer question 101 using a numerical value from 0-100, and not a letter grade.
4. Upon completion, fold, place in attached envelope, seal, and return to the individual administering the questionnaire.

[The instructions on the first page of the questionnaire read as follows:]

This form is part of a study commissioned for the purpose of developing an instrument to evaluate Directors of Forensics. Please respond to the following items as though you were evaluating your present Director of Forensics.

All responses are to be anonymous. We do not want your name or the name of the person being evaluated. Please circle your response using the key given below.

The last item in the instrument asked the student to give an overall rating of his Director of Forensics on a scale of 0-100. This was considered to provide a global evaluation (see Appendix B).

Initially we determined that there were three possible approaches to analyzing the data from these instruments. The first approach was to factor analyze all 100 items concurrently; this approach requires a very large return rate. The next most desirable approach was to factor analyze the items within the content categories; this approach is necessary if the return rate is not sufficient for approach number one. The least desirable approach would be to ignore the content categories entirely and factor analyze random segments of the instrument. However, this approach would also compensate for a low return.

The investigators determined at the outset to use principal factoring with iteration, and to use both orthogonal and oblique rotations; the final choice of rotation was to be determined by which produced factors that made the most semantic sense.

Those factors which comprised the final factor structure were subjected to step-wise regression procedures, in an attempt to explain the variance in the global analysis.

III. Results and Discussion of Content Analysis

The initial questionnaires were mailed to 100 schools; responses were received from 17 schools, with evaluations from 68 student participants, 17 directors of forensics, and 17 department chairmen. At this point, it was necessary to decide whether the small sample size would bias the results of content analysis. Looking at the demographics received from these schools (Table 1), the sample appears fairly representative for size of budget and number of participants. However, the distribution of school size is skewed in the direction of smaller schools (see Appendix C).

TABLE 1

Demographics of Sample for Content Analysis

Undergraduate Enrollment	Over 20,000	20,000-15,000	15,000-10,000	10,000-5,000	under 5,000
Frequency	1	0	3	5	8
Percentage	6	0	18	29	47
Number of Participants	Over 30	30-20	20-15	15-10	under 10
Frequency	2	3	5	4	3
Percentage	12	18	29	24	18
Size of Budget	\$20,000-15,000	\$15,000-10,000	\$10,000-5,000	\$5,000-2,500	under \$2,500
Frequency	1	1	5	6	3
Percentage	6	6	29	35	18

To check the sample for possible bias against large schools and nationally competitive programs, an additional response was obtained in each of these areas. A panel of experts was also asked to provide responses. Content analysis of these additional data produced no substantive differences from the original sample.

Evaluative assertion analysis of responses in the original sample yielded the following results: 602 assertions by participants; 168 assertions by directors of forensics; and 174 assertions from department chairmen, for a total of 944. The category systems derived for each of these three groups of assertions were so overlapping that a single category scheme was used. The only differences among the three groups surveyed were in the emphases within the categories.

For example, students thought that use of criticism was very important in evaluating the director; chairmen and directors gave less emphasis to this dimension. Obviously, department chairmen placed emphasis on relationships with superiors; both coaches and students deemphasized this. On the other hand, coaches placed importance on their personal academic standards, while neither chairmen nor participants thought this dimension of particular importance. Figure 1 provides the list of categories, their definitions and the percentage of assertions occurring in each. These percentages were used to determine the number of items drawn from each category for the test instrument.

FIGURE 1

Content Categories

<u>Category</u>	<u>Definition</u>	<u>Percentage</u>
A. Availability	willingness to work with students; devotes his time to program (excludes organized practice)	3
B. Practice Sessions	regular, organized meetings for practice and rehearsal	3
C. Enthusiasm	works hard, dedication, interested in the program	5
D. Motivates Students	challenges and encourages students; optimistic vs. pessimistic	7
E. Closed- and Open-Minded	creativity and flexibility	4
F. Personal Behavior	maturity, temperament, sportsmanship, patience (excludes ethics)	5
G. Personal Academic standards	holds high academic standards for self	3

Figure 1, continued

<u>Category</u>	<u>Definition</u>	<u>Percentage</u>
H. Ethics	follows accepted rules and standards of the profession	2
I. Knowledge of the Field	knowledge and experience in any speech-related area	4
J. General Knowledge	knowledge and experience in any area other than speech; intelligence	2
K. Coaching in General	any teaching concerning forensics other than classroom; includes analysis	10
L. Coaching at Tournaments		1
M. Use of Criticism	Ability to give critiques	4
N. Judging Ability	biased, political, judging skill	3
O. Organization/ Administration		
P. Balanced Program (students)	open program, fairness, favoritism	4
Q. Balanced Program (content)	debate vs. individual events, competition or winning vs. education	9
R. Recruiting	able to interest students in forensics (excludes general motivation)	1
S. Relationships with students	student-teacher relationship, guidance, ability to adequately assess students, general concern with students' welfare	9
T. Relationships with colleagues	professional relationships (other than with superiors), includes respect	1
U. Relationships with Superiors	Immediate superiors, other departments and administrative offices	1

Figure 1, continued

<u>Category</u>	<u>Definition</u>	<u>Percentage</u>
V. Interpersonal Skills	All interpersonal skills that are not specifically included in the relationships above. Such as leadership, friendliness, boring, etc.	6
W. Professional Activities	involvement in the profession, includes academics in general (conventions, etc.) (excludes coaching-related activities)	1
X. Teaching Ability (classroom)		2
Y. Success of Program		1
Z. Other		0

The similarities in the category structures also led to the decision to develop a single instrument. Items in the instrument were then generated according to the following criteria:

1. Inclusion of as much of the natural language of the assertion as possible.
2. Adequate reflection of the types of assertions and frequency of those types within each category.

Using this system, a 100-item test instrument was created (see Appendix B). A Likert-type scale, using a fifteen-point response range developed in the McGuire attitude research was attached to each item. This scale provides five categories of response with three levels of commitment for each category, thus maximizing the possible variance in the instrument.

The investigators sought to avoid any effects on questions due to patterning of responses and the length of the test instrument. Thus, three different versions of the test instrument were developed; in each of these versions, the questions were re-ordered. Roughly equal amounts of each version of the test instrument were mailed; the packet mailed to each participating school contained ten copies of one of the three versions of the test instrument.

IV. Results and Discussion of Factor Analysis

Thirty-five schools agreed to participate in Phase II of the study. Of these 35, 21 actually returned completed instruments. From these 21 schools, 144 valid cases were obtained. Two follow-up letters were mailed to all schools who agreed to participate in the study in an attempt to obtain responses from those schools who had not returned them. All attempts to increase the response rate failed. Thus, the small number of valid cases necessitated the use of approach number two for analysis of the data. The implications of this approach will be discussed below.

Despite the small number of responses, the demographic characteristics of the sample (Tables 2 through 8) appear to be distributed among all segments of the forensic community.

TABLE 2
Size of School

Size	Over 20,000	20,000- 15,000	15,000- 10,000	10,000- 5,000	under 5,000
Frequency	20	18	8	39	60
Percentage	13.8	12.4	5.5	26.9	41.4

TABLE 3
Size of Program

Size	Over 30	30-20	20-15	15-10	Under 10
Frequency	32	15	41	54	3
Percentage	22.1	10.3	28.3	37.2	2.1

TABLE 4
Budget

Size	Over \$10,000	\$10,000- 5,000	\$5,000- 2,500	Under \$2,500
Frequency	21	64	34	26
Percentage	14.5	44.1	23.4	17.9

TABLE 5
Type of Program

	Debate	Individual Events	Both
Frequency	15	23	107
Percentage	10.3	15.9	73.8

TABLE 6
Number of Faculty Assigned to Forensics

Number	1	2	3
Frequency	125	10	10
Percentage	86.2	6.9	6.9

TABLE 7

Number of Graduate Students Assigned to Forensics

Number	0	1	2	5
Frequency	102	17	18	8
Percentage	70.3	11.7	12.4	5.5

TABLE 8

Forensics as Primary Assignment

	Yes	No
Frequency	44	101
Percentage	30.3	69.7

For example, Table 3 indicates a near-normal distribution on the number of participants in the program. Table 4 demonstrates the same characteristics in terms of budget size. Most programs included both debate and individual events (Table 5).

In step one of the analysis, the questions were broken down into their original content categories. Twenty of these categories had more than one item. Therefore, twenty separate factor analyses were performed. The results of this factor analysis tended to validate the original content analysis categories in all but four cases. In these four categories (Motivates Students, Coaching in General, Balanced Programs [content], and Relationships with Students), the results of the factor analysis suggest that there was more than one factor being measured in each.

In those categories which were tapping only one factor, the loading of all items in the categories were very close, with few exceptions. The two highest, cleanest loading items in each of those factors were extracted for further analysis.

In those categories with more than one factor, the two highest, cleanest loading items for each factor were extracted for further analysis. To this pool of items was added the items that did not load well on the initial factors, in the case they tapped a factor for which we did not analyze. Finally, the six questions which came from single question categories were added. This produced a pool of 52 items for the second factor analysis. Subsequent factor analyses reduce this pool to 14 items which loaded on three factors. Eleven of these items loaded highly (primary loadings of .50 or better) and cleanly (secondary factor loadings no higher than .30). The other three items met the criteria for high primary loading, but had secondary loadings higher than .30 (see Table 9).

TABLE 9

Varimax Rotated Factor Matrix
After Rotation with Kaiser Normalization

Item Number	Factor 1	Factor 2	Factor 3
1	.53517	.28970	.55845
2	.66042	.55541	.15355
3	.31769	.62083	.24872
4	.50466	.36646	.32978
5	.23294	.61327	.26066
6	.72081	.21694	.29081
7	.64424	.28051	.06971
8	-.55324	-.44571	-.12796
9	.15957	.20858	.77674
10	.07684	.13409	.54346
11	-.21138	-.50498	-.10506
12	.19143	.61695	.21226
13	.74764	.17598	.13231
14	.26685	.69728	.14023

Nevertheless, it was deemed desirable to retain these three items for two reasons:

1. The primary loadings made semantic sense even though they appeared to be tapping sub-factors;
2. They contributed to the explanation of variance in the global analysis.

This factor analysis suggests that there are three dimensions (factors) involved in the evaluation of Directors of Forensics. The first dimension is "coaching style," and includes six questions:

1. The Director of Forensics provides all members with an equal opportunity to participate (Table 9, Item 7).
2. The Director of Forensics is concerned with all levels of competition (Table 9, Item 13).
3. The Director of Forensics provides little motivation for the students (Table 9, Item 8).
4. The Director of Forensics is an effective leader (Table 9, Item 2).
5. The Director of Forensics offers constructive criticism (Table 9, Item 6).
6. The Director of Forensics adequately prepares students for competition (Table 9, Item 4).

Dimension two deals with "Personal effectiveness:"

1. The Director of Forensics runs a successful program (Table 9, Item 5)
2. The Director of Forensics gives biased decisions when judging (Table 9, Item 11).
3. The Director of Forensics is personable (Table 9, Item 3).
4. The Director of Forensics maintains good rapport with students (Table 9, Item 14).
5. The Director of Forensics knows the field of communication (Table 9, Item 12).

The third dimension, "professional characteristics" contains three questions:

1. The Director of Forensics has experience in the field (Table 9, Item 10).
2. The Director of Forensics is respected by others in his/her field (Table 9, Item 9).
3. The Director of Forensics seems to know what he/she is talking about (Table 9, Item 1)

This factor structure and item loading results in a 14-item instrument for evaluating Directors of Forensics (see Figure 3).

FIGURE 3

DIRECTOR OF FORENSICS EFFECTIVENESS RATING

Director or Forensics _____ School _____

Directions

This form is designed to enable you to rate the Director of Forensics on several characteristics. Please circle the number (1-15) which best indicates your response. (See sample below) Space is provided on the reverse side of this form for Free-Response items as well as additional comments.

Sample:

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

1. The Director of Forensics seems to know what he/she is talking about.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

2. The Director of Forensics is an effective leader.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

3. The Director of Forensics is personable.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

4. The Director of Forensics adequately prepares students for competition.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

5. The Director of Forensics runs a successful program.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

6. The Director of Forensics offers constructive criticism.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

7. The Director of Forensics provides all members with an equal opportunity to participate.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

8. The Director of Forensics provides little motivation for the students.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

9. The Director of Forensics is respected by others in his/her field.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

10. The Director of Forensics has experience in the field.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

11. The Director of Forensics gives biased decisions when judging.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

12. The Director of Forensics knows the field of communication.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

13. The Director of Forensics is concerned with all levels of competition.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

14. The Director of Forensics maintains good rapport with students.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

Student Background

15. How many years have you been at this school? _____
16. How many years have you participated in forensics? _____
17. Is your participation in debate, individual events, or both? _____
18. In your forensic experience have you had more than one director of forensics? _____
19. Which best describes your participation in this forensic program? (check one)
- | | |
|---------------------------------|----------------------------|
| _____ Very active participation | _____ Active participation |
| _____ Moderate participation | _____ Little participation |
| _____ No participation | |

FREE RESPONSE ITEMS:

A. The thing I like most about the Director of Forensics is:

B. The thing I like least about the Director of Forensics is:

D. Additional Comments and Suggestions:

V. Scoring and Interpreting the Instrument

Using the global evaluations as a basis for interpretation, a temporary method of scoring has been devised. Further suggestions for scoring and interpretation of the instrument will be suggested in a presentation planned for the SCA-AFA convention in December, 1976.

The temporary scoring method uses the alpha and beta weights obtained from the multiple regression formula. This method involves seven steps:

1. Reverse the scores on items 8 and 11 in the following manner:

15 = 1
 14 = 2
 13 = 3
 12 = 4
 11 = 5
 10 = 6
 9 = 7
 8 = 8
 7 = 9
 6 = 10
 5 = 11
 4 = 12
 3 = 13
 2 = 14
 1 = 15

2. Obtain an average score on each of the 14 questions.
3. Multiply the average score on question ____ by ____:

1	x	1.783
2	x	.713
3	x	.928
4	x	.364
5	x	.311
6	x	.533
8	x	.292
9	x	.371
11	x	.098
12	x	.171
13	x	.100
14	x	.126

4. Sum these products.
5. Multiply item 7 by .345.
Multiply item 10 by .296.
Sum this product.
6. Subtract the result obtained in Step 4 from 104.872.
7. Add to the sum obtained in Step 6 the result obtained in Step 5.

This figure is your score on the evaluation

Using the same interpretation of the global scores that the subjects used initially, your overall score may be interpreted as follows:

80 - 100	A
60 - 79	B
40 - 59	C
20 - 39	D
0 - 19	F

While this method is rudimentary, it provides a simple means of hand scoring and interpreting the instrument.

VI. Conclusions and Limitations

Several issues remain to be discussed: validity, reliability, generalizability and implications for future research.

- A. **Validity.** The data obtained in this research provide evidence in support of two types of validity. First, there appears to be face validity. The three dimensions obtained from this research are logically important components of the duties of a Director of Forensics. In addition, the individual items which comprise these dimensions seem to be important characteristics of a good Director of Forensics. The initial content analysis provides additional evidence in support of this statement. The five most emphasized content categories (motivating students, coaching in general, organization/administration, relations with students, balanced program) are all emphasized in the factor structure.

Second, there appears to be concurrent validity. Using the global evaluation as concurrent measures, these 14 items explain 72% of the variance of those global evaluations:

TABLE 10
Multiple Regression Summary Table

Item Number	Multiple R	R Square	R Square Change
1	.72797	.52994	.52904
2	.79984	.63975	.10981
3	.82092	.67391	.03415
4	.83156	.69149	.01758
5	.83739	.70122	.00947
6	.84070	.70677	.00555
7	.84403	.71239	.00561
8	.84597	.71567	.00329
9	.84785	.71884	.00317
10	.84872	.72032	.00148
11	.84933	.72137	.00104
12	.84958	.72178	.00042
13	.84982	.72219	.00041
14	.85004	.72257	.00038

- B. Reliability. The reliability of this instrument must ultimately be established by means of a longitudinal study. Therefore, the above discussion of the validity of the instrument is, of course, dependent on future studies of the instrument's reliability. Reliability measures are beyond the scope of this initial project. Research with the data obtained and the instrument is proceeding and this issue will be addressed in a paper to be presented at the SCA-AFA convention in December of 1976.
- C. Generalizability. The generalizability of this instrument is, of course, limited to the forensics programs similar to those from which responses were obtained. The descriptive characteristics of these programs include:

School Size: 41% <5,000 Undergraduate enrollment
59% >5,000 Undergraduate enrollment

Size of Program: 39% <15
39% 15-30
22% >30

Size of Budget: 41% <\$5,000
44% \$5,000 - \$10,000
14% >\$10,000

Individual Events
& Debate: 74% Both
16% Individual Events Only
10% Debate Only

These data indicate that the results of the study are generalizable to a large portion of the forensics programs in the United States.

- D. Implications for future research. Primary concerns for areas of future research center around studies to determine the reliability of the instrument and better methods of scoring (such as machine scoring and factor scores), in addition to further measures of validity and attempts to increase the percentage of variance explained.

It should be noted that the initial rationale of the study has been fulfilled. A set of criteria unique to the position of a Director of Forensics has been isolated. These criteria provide a relevant basis for professional evaluation of these individuals. Future research is necessary to refine the instrument.

APPENDIX A

ATTITUDE CHANGE LABORATORY
The Florida State University

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November 5, 1975

Dear Colleague:

You have been selected as one of a hundred college or university forensic programs across the nation to participate in a research project commissioned by the American Forensic Association. The object of this research is the development of an instrument for evaluating directors of forensics. Traditional classroom evaluation forms are not applicable to the type of teaching involved in directing a forensic program, due to the multiplicity of functions the director of such a program must perform. Thus, the need for a separate and unique evaluation form is critical. Your cooperation in this important research will be appreciated.

Enclosed are three questionnaires: one for the department chairman; one for the Director of Forensics (or Debate); and one for each of the participants (up to 10) in the forensics program. We request that you supervise the completion of these forms and return them to us by December 15, 1975; stamped, self-addressed envelopes are included in this packet.

All information received from these forms will remain confidential. We request that the names of those evaluated be omitted from the questionnaires, and that a cover letter giving only the name of the school be included in the return packet. This information will be coded immediately and the cover letter destroyed.

Since only 100 programs have been selected at random out of a possible 1000+, a high rate of return is imperative for the validity of this study. If you do not wish to participate in this research, please notify us immediately so that another program may be included in your place.

Thank you very much for your cooperation.

Sincerely,

Marilyn J. Young
Director, AFA Research Project

FORM A: DEPARTMENT CHAIRMAN

Instructions: Please write, in your own words, an evaluation of your current Director of Forensics (or Debate). Do not include his/her name. This evaluation should be a short essay including both strengths and weaknesses in his/her direction of the forensics program.

ALL INFORMATION WILL REMAIN CONFIDENTIAL.

FORM B: DIRECTOR OF FORENSICS (DEBATE)

Instructions: Please write, in your own words, a description of the best Director of Forensics you have ever known. Then write a description of the poorest Director of Forensics you have ever known. These descriptions should be about real persons, not hypothetical or ideal types. Please do not include names. Each description should include the individuals' strengths and weaknesses as a director of forensics.

Return the completed form to your department chairman.

ALL INFORMATION WILL REMAIN CONFIDENTIAL.

Instructions: Please write, in your own words, a description of the best Director of Forensics you have ever known. Then write a description of the poorest Director of Forensics you have ever known. These descriptions should be about real persons, not hypothetical or ideal types, and may include college and/or high school forensics directors. Please do not include names. Each description should include the individuals' strengths and weaknesses as a Director of Forensics.

Return the completed form to your Department Chairman.

ALL INFORMATION WILL REMAIN CONFIDENTIAL.

APPENDIX B

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INSTRUCTIONS

1. Please read the instructions at the top of the first page carefully before beginning.
2. Circle the response that best reflects the performance of your Director of Forensics.
3. Be sure to answer question 101 using a numerical value from 0-100, and not a letter grade.
4. Upon completion, fold, place in attached envelope, seal, and return to the individual administering the questionnaire.

Thank you for your cooperation.

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Student Rating For Director of Forensics

This form is part of a study commissioned for the purpose of developing an instrument to evaluate Directors of Forensics. Please respond to the following items as though you were evaluating your present Director of Forensics.

All responses are to be anonymous. We do not want your name or the name of the person being evaluated. Please circle your response using the key given below:

KEY:

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

1. The Director of Forensics devotes his/her time to the program.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

2. The Director of Forensics is well organized.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

3. The Director of Forensics displays good sportsmanship.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

4. The Director of Forensics adapts the program to the interests of the participants.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

5. The Director of Forensics gives no suggestions for improvements.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

6. The Director of Forensics lacks enthusiasm for the program.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

7. The Director of Forensics is conscientious about his/her teaching responsibilities.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

8. The Director of Forensics lacks patience with other people.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

9. The Director of Forensics provides instruction in delivery.
- | 1 2 3 | 4 5 6 | 7 8 9 | 10 11 12 | 13 14 15 |
|-----------------|---------------|-----------|----------------|------------------|
| Definitely True | Probably True | Uncertain | Probably False | Definitely False |
10. The Director of Forensics has a positive attitude towards the program.
- | 1 2 3 | 4 5 6 | 7 8 9 | 10 11 12 | 13 14 15 |
|-----------------|---------------|-----------|----------------|------------------|
| Definitely True | Probably True | Uncertain | Probably False | Definitely False |
11. The Director of Forensics is hard to get along with.
- | 1 2 3 | 4 5 6 | 7 8 9 | 10 11 12 | 13 14 15 |
|-----------------|---------------|-----------|----------------|------------------|
| Definitely True | Probably True | Uncertain | Probably False | Definitely False |
12. The Director of Forensics teaches the meaning of responsibility.
- | 1 2 3 | 4 5 6 | 7 8 9 | 10 11 12 | 13 14 15 |
|-----------------|---------------|-----------|-----------------|------------------|
| Definitely True | Probably True | Uncertain | Probably, False | Definitely False |
13. The Director of Forensics offers constructive criticism.
- | 1 2 3 | 4 5 6 | 7 8 9 | 10 11 12 | 13 14 15 |
|-----------------|---------------|-----------|----------------|------------------|
| Definitely True | Probably True | Uncertain | Probably False | Definitely False |
14. The Director of Forensics was willing to listen to students problems.
- | 1 2 3 | 4 5 6 | 7 8 9 | 10 11 12 | 13 14 15 |
|-----------------|---------------|-----------|----------------|------------------|
| Definitely True | Probably True | Uncertain | Probably False | Definitely False |
15. The Director of Forensics approaches his/her duties energetically.
- | 1 2 3 | 4 5 6 | 7 8 9 | 10 11 12 | 13 14 15 |
|-----------------|---------------|-----------|----------------|------------------|
| Definitely True | Probably True | Uncertain | Probably False | Definitely False |
16. The Director of Forensics can adapt to many situations.
- | 1 2 3 | 4 5 6 | 7 8 9 | 10 11 12 | 13 14 15 |
|-----------------|---------------|-----------|----------------|------------------|
| Definitely True | Probably True | Uncertain | Probably False | Definitely False |
17. The Director of Forensics provides all members with an equal opportunity to participate.
- | 1 2 3 | 4 5 6 | 7 8 9 | 10 11 12 | 13 14 15 |
|-----------------|---------------|-----------|----------------|------------------|
| Definitely True | Probably True | Uncertain | Probably False | Definitely False |
18. The Director of Forensics lacks knowledge of debate theory.
- | 1 2 3 | 4 5 6 | 7 8 9 | 10 11 12 | 13 14 15 |
|-----------------|---------------|-----------|----------------|------------------|
| Definitely True | Probably True | Uncertain | Probably False | Definitely False |
19. The Director of Forensics is involved in professional activities other than his/her forensics program.
- | 1 2 3 | 4 5 6 | 7 8 9 | 10 11 12 | 13 14 15 |
|-----------------|---------------|-----------|----------------|------------------|
| Definitely True | Probably True | Uncertain | Probably False | Definitely False |

20. The Director of Forensics adequately prepares students for competition.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

21. The Director of Forensics fails to delegate responsibility.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

22. The Director of Forensics is a close-minded individual.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

23. The Director of Forensics spends little time listening to students practice.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

24. The Director of Forensics is respected by others in his/her field.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

25. The Director of Forensics uses the budget effectively.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

26. The Director of Forensics seems to know what he/she is talking about.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

27. The Director of Forensics over-emphasizes debate.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

28. The Director of Forensics has experience in the field.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

29. The Director of Forensics builds students' confidence.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

30. The Director of Forensics is primarily concerned with winning.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

31. The Director of Forensics can be relied on for help at tournaments.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

32. The Director of Forensics lacks interest in the program.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

33. The Director of Forensics uses his/her time inefficiently.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

34. The Director of Forensics directs the research effort.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

35. The Director of Forensics is concerned with the development of the whole person.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

36. The Director of Forensics fails to inspire students.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

37. The Director of Forensics gives honest critiques.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

38. The Director of Forensics emphasizes competition above education values.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

39. The Director of Forensics is willing to give very little of his time to students.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

40. The Director of Forensics has innovative ideas.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

41. The Director of Forensics is intelligent.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

42. The Director of Forensics is an efficient tournament manager.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

43. The Director of Forensics assists in the development of arguments.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

44. The Director of Forensics runs a program which is open to all students.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

45. The Director of Forensics pays little attention to less experienced students.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

46. The Director of Forensics loses his/her temper.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

47. The Director of Forensics teaches no debate theory.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

48. The Director of Forensics is indecisive.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

49. The Director of Forensics gives individual attention to students.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

50. The Director of Forensics pays careful attention to students.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

51. The Director of Forensics over-emphasizes Individual Events.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

52. The Director of Forensics maintains high personal standards.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

53. The Director of Forensics gives political decisions when judging.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

54. The Director of Forensics is sensitive to the feelings of others.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

55. The Director of Forensics provides little motivation for the students.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

56. The Director of Forensics is concerned with all levels of competition.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

57. The Director of Forensics offers guidance and counsel to students.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

58. The Director of Forensics emphasizes the educational value of forensics.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

59. The Director of Forensics fails to help students improve.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

60. The Director of Forensics keeps up with recent trends in forensics

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

61. The Director of Forensics is able to assess the ability and potential of students.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

62. The Director of Forensics behaves in a professional manner.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

63. The Director of Forensics is personable.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

64. The Director of Forensics does the participants work for them.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

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65. The Director of Forensics takes an active part in the program.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

66. The Director of Forensics fails to gain the trust of the students.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

67. The Director of Forensics is an able administrator

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

68. The Director of Forensics displays analytic skills.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

69. The Director of Forensics runs a successful program.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

70. The Director of Forensics demonstrates personal concern for the individual student

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

71. The Director of Forensics schedules practice sessions.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

72. The Director of Forensics bends accepted rules.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

73. The Director of Forensics gives biased decisions when judging.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

74. The Director of Forensics pressures students to work.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

75. The Director of Forensics demands high standards of performance.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

76. The Director of Forensics develops warm student-teacher relationships.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

77. The Director of Forensics is ethical.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

78. The Director of Forensics manages the budget poorly.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

79. The Director of Forensics sets a poor example for his/her students.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

80. The Director of Forensics teaches the principles of organization.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

81. The Director of Forensics fails to keep debate in its proper perspective.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

82. The Director of Forensics maintains good rapport with students.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

83. The Director of Forensics uses the program as an ego-trip.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

84. The Director of Forensics provides clear explanations.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

85. The Director of Forensics maintains good relationships with the administration

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

86. The Director of Forensics exercises too much control over students' lives.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Definitely			Probably			Uncertain			Probably			Definitely		
True			True						False			False		

87. The Director of Forensics is an effective teacher in the classroom.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Definitely			Probably			Uncertain			Probably			Definitely		
True			True						False			False		

88. The Director of Forensics emphasizes team spirit.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Definitely			Probably			Uncertain			Probably			Definitely		
True			True						False			False		

89. The Director of Forensics is inattentive when judging.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Definitely			Probably			Uncertain			Probably			Definitely		
True			True						False			False		

90. The Director of Forensics makes little effort to recruit participants.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Definitely			Probably			Uncertain			Probably			Definitely		
True			True						False			False		

91. The Director of Forensics is generally well-informed.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Definitely			Probably			Uncertain			Probably			Definitely		
True			True						False			False		

92. The Director of Forensics is an effective leader.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Definitely			Probably			Uncertain			Probably			Definitely		
True			True						False			False		

93. The Director of Forensics makes him-herself available to help students.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Definitely			Probably			Uncertain			Probably			Definitely		
True			True						False			False		

94. The Director of Forensics provides sufficient opportunities for performance.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Definitely			Probably			Uncertain			Probably			Definitely		
True			True						False			False		

95. The Director of Forensics encourages students to achieve.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Definitely			Probably			Uncertain			Probably			Definitely		
True			True						False			False		

95. The Director of Forensics encourages students to achieve.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

96. The Director of Forensics develops friendships with the participants

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

97. The Director of Forensics knows the field of communication.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

98. The Director of Forensics displays a sense of humor.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

99. The Director of Forensics shows favoritism toward certain students.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

100. The Director of Forensics provides insufficient feedback to participants.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

101. Please give your Director of Forensics a numerical grade based upon the following scale: (Do not give a letter grade. Assign a number grade.)

80 - 100 A
60 - 79 B
40 - 59 C
20 - 39 D
0 - 19 F

Grade: _____

Student Rating For Director of Forensics

This form is part of a study commissioned for the purpose of developing an instrument to evaluate Directors of Forensics. Please respond to the following items as though you were evaluating your present Director of Forensics.

All responses are to be anonymous. We do not want your name or the name of the person being evaluated. Please circle your response using the key given below:

KEY:

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

1. The Director of Forensics over-emphasizes Individual Events.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

2. The Director of Forensics maintains high personal standards.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

3. The Director of Forensics gives political decisions when judging.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

4. The Director of Forensics is sensitive to the feelings of others.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

5. The Director of Forensics provides little motivation for the students.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

6. The Director of Forensics is concerned with all levels of competition.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

7. The Director of Forensics offers guidance and counsel to students.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

8. The Director of Forensics emphasizes the educational value of forensics.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

9. The Director of Forensics fails to help students improve.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

10. The Director of Forensics keeps up with recent trends in forensics.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

11. The Director of Forensics is able to assess the ability and potential of students.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

12. The Director of Forensics behaves in a professional manner.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

13. The Director of Forensics is personable.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

14. The Director of Forensics does the participants work for them.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

15. The Director of Forensics takes an active part in the program.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

16. The Director of Forensics fails to gain the trust of the students.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

17. The Director of Forensics is an able administrator.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

18. The Director of Forensics displays analytic skills.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

19. The Director of Forensics runs a successful program.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

20. The Director of Forensics demonstrates personal concern for the individual student.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

21. The Director of Forensics schedules practice sessions.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

22. The Director of Forensics bends accepted rules.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

23. The Director of Forensics gives biased decisions when judging.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

24. The Director of Forensics pressures students to work.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

25. The Director of Forensics demands high standards of performance.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

26. The Director of Forensics develops warm student-teacher relationships.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

27. The Director of Forensics is ethical.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

28. The Director of Forensics manages the budget poorly.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

29. The Director of Forensics sets a poor example for his/her students.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

30. The Director of Forensics teaches the principles of organization.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

31. The Director of Forensics fails to keep debate in its proper perspective.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

32. The Director of Forensics maintains good rapport with students.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

33. The Director of Forensics uses the program as an ego-trip.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

34. The Director of Forensics provides sufficient opportunities for performance.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

35. The Director of Forensics provides clear explanations.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

36. The Director of Forensics exercises too much control over students' lives.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

37. The Director of Forensics is an effective teacher in the classroom.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

38. The Director of Forensics emphasizes team spirit.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

39. The Director of Forensics is inattentive when judging.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

40. The Director of Forensics makes little effort to recruit participants.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

41. The Director of Forensics is generally well-informed.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

42. The Director of Forensics is an effective leader.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

43. The Director of Forensics makes himself available to help students.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

44. The Director of Forensics maintains good relationships with the administration.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

45. The Director of Forensics encourages students to achieve.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

46. The Director of Forensics develops friendships with the participants.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

47. The Director of Forensics knows the field of communication.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

48. The Director of Forensics displays a sense of humor.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

49. The Director of Forensics shows favoritism toward certain students.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

50. The Director of Forensics provides insufficient feedback to participants.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

51. The Director of Forensics pays careful attention to details.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

52. The Director of Forensics is indecisive.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

53. The Director of Forensics teaches no debate theory.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

54. The Director of Forensics loses his/her temper.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

55. The Director of Forensics pays little attention to less experienced students.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

56. The Director of Forensics runs a program which is open to all students.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

57. The Director of Forensics assists in the development of arguments.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

58. The Director of Forensics is an efficient tournament manager.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

59. The Director of Forensics is intelligent.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

60. The Director of Forensics has innovative ideas.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

61. The Director of Forensics is willing to give very little of his/her time to students.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

62. The Director of Forensics emphasizes competition above educational values.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

63. The Director of Forensics gives honest critiques.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

64. The Director of Forensics fails to inspire students.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

65. The Director of Forensics is concerned with the development of the whole person.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

66. The Director of Forensics directs the research effort.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

67. The Director of Forensics uses his/her time inefficiently.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

68. The Director of Forensics lacks interest in the program.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

69. The Director of Forensics can be relied on for help at tournaments.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

70. The Director of Forensics is primarily concerned with winning.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

71. The Director of Forensics builds students' confidence.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

72. The Director of Forensics has experience in the field.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

73. The Director of Forensics over-emphasizes debate.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

74. The Director of Forensics seems to know what he/she is talking about.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

75. The Director of Forensics uses the budget effectively.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

76. The Director of Forensics is respected by others in his/her field.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

77. The Director of Forensics spends little time listening to students practice.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

78. The Director of Forensics is a close-minded individual.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

79. The Director of Forensics fails to delegate responsibility.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

80. The Director of Forensics adequately prepares students for competition.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

81. The Director of Forensics is involved in professional activities other than his/her forensics program.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

82. The Director of Forensics lacks knowledge of debate theory.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

83. The Director of Forensics provides all members with an equal opportunity to participate.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

84. The Director of Forensics can adapt to many situations.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

85. The Director of Forensics approaches his/her duties energetically.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

86. The Director of Forensics was willing to listen to students problems.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

87. The Director of Forensics offers constructive criticism.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

88. The Director of Forensics teaches the meaning of responsibility.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

89. The Director of Forensics is hard to get along with.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

90. The Director of Forensics has a positive attitude towards the program.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

91. The Director of Forensics provides instruction in delivery.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

92. The Director of Forensics lacks patience with other people.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

93. The Director of Forensics is conscientious about his/her teaching responsibilities.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

94. The Director of Forensics lacks enthusiasm for the program.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

95. The Director of Forensics gives no suggestions for improvements.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

96. The Director of Forensics adapts the program to the interests of the participants.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

97. The Director of Forensics displays good sportsmanship.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

98. The Director of Forensics is well organized.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

99. The Director of Forensics devotes his/her time to the program.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

100. The Director of Forensics gives individual attention to students.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

101. Please give your Director of Forensics a numerical grade based upon the following scale: (Do not give a letter grade. Assign a number grade.)

80 - 100 A

60 - 79 B

40 - 59 C

20 - 39 D

0 - 19 F

Grade: _____

Student Rating For Director of Forensics

This form is part of a study commissioned for the purpose of developing an instrument to evaluate Directors of Forensics. Please respond to the following items as though you were evaluating your present Director of Forensics.

All responses are to be anonymous. We do not want your name or the name of the person being evaluated. Please circle your response using the key given below:

KEY:

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

1. The Director of Forensics provides insufficient feedback to participants.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

2. The Director of Forensics shows favoritism toward certain students.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

3. The Director of Forensics displays a sense of humor.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

4. The Director of Forensics knows the field of communication.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

5. The Director of Forensics develops friendships with the participants.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

6. The Director of Forensics encourages students to achieve.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

7. The Director of Forensics provides sufficient opportunities for performance.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

8. The Director of Forensics makes him/herself available to help students.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

9. The Director of Forensics is an effective leader.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

10. The Director of Forensics is generally well-informed.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

11. The Director of Forensics makes little effort to recruit participants.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

12. The Director of Forensics is inattentive when judging.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

13. The Director of Forensics emphasizes team spirit.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

14. The Director of Forensics is an effective teacher in the classroom.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

15. The Director of Forensics exercises too much control over students' lives.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

16. The Director of Forensics maintains good relationships with the administration.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

17. The Director of Forensics provides clear explanations.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely	Probably	Uncertain	Probably	Definitely
True	True		False	False

18. The Director of Forensics uses the program as an ego-trip.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

19. The Director of Forensics maintains good rapport with students.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

20. The Director of Forensics fails to keep debate in its proper perspective.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

21. The Director of Forensics teaches the principles of organization.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

22. The Director of Forensics sets a poor example for his/her students.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

23. The Director of Forensics manages the budget poorly.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

24. The Director of Forensics is ethical.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

25. The Director of Forensics develops warm student-teacher relationships.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

26. The Director of Forensics demands high standards of performance.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

27. The Director of Forensics pressures students to work.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

28. The Director of Forensics gives biased decisions when judging.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Definitely			Probably			Uncertain			Probably			Definitely		
True			True						False			False		

29. The Director of Forensics bends accepted rules.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Definitely			Probably			Uncertain			Probably			Definitely		
True			True						False			False		

30. The Director of Forensics schedules practice sessions.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Definitely			Probably			Uncertain			Probably			Definitely		
True			True						False			False		

31. The Director of Forensics demonstrates personal concern for the individual student.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Definitely			Probably			Uncertain			Probably			Definitely		
True			True						False			False		

32. The Director of Forensics runs a successful program.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Definitely			Probably			Uncertain			Probably			Definitely		
True			True						False			False		

33. The Director of Forensics displays analytic skills.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Definitely			Probably			Uncertain			Probably			Definitely		
True			True						False			False		

34. The Director of Forensics is an able administrator.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Definitely			Probably			Uncertain			Probably			Definitely		
True			True						False			False		

35. The Director of Forensics fails to gain the trust of the students.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Definitely			Probably			Uncertain			Probably			Definitely		
True			True						False			False		

36. The Director of Forensics takes an active part in the program.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Definitely			Probably			Uncertain			Probably			Definitely		
True			True						False			False		

37. The Director of Forensics does the participants work for them.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Definitely			Probably			Uncertain			Probably			Definitely		
True			True						False			False		

BEST COPY

38. The Director of Forensics is personable.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

39. The Director of Forensics behaves in a professional manner.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

40. The Director of Forensics is able to assess the ability and potential of students.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

41. The Director of Forensics keeps up with recent trends in forensics.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

42. The Director of Forensics fails to help students improve.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

43. The Director of Forensics emphasizes the educational value of forensics.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

44. The Director of Forensics offers guidance and counsel to students.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

45. The Director of Forensics is concerned with all levels of competition.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

46. The Director of Forensics provides little motivation for the students.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

47. The Director of Forensics is sensitive to the feelings of others.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

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48. The Director of Forensics gives political decisions when judging.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

49. The Director of Forensics maintains high personal standards.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

50. The Director of Forensics over-emphasizes Individual Events.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

51. The Director of Forensics pays careful attention to details.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

52. The Director of Forensics gives individual attention to students.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

53. The Director of Forensics is indecisive.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

54. The Director of Forensics teaches no debate theory.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

55. The Director of Forensics loses his/her temper.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

56. The Director of Forensics pays little attention to less experienced students.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

57. The Director of Forensics runs a program which is open to all students.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

58. The Director of Forensics assists in the development of arguments.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

59. The Director of Forensics is an efficient tournament manager.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

60. The Director of Forensics is intelligent.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

61. The Director of Forensics has innovative ideas.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

62. The Director of Forensics is willing to give very little of his/her time to students.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

63. The Director of Forensics emphasizes competition above educational values.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

64. The Director of Forensics gives honest critiques.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

65. The Director of Forensics fails to inspire students.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

66. The Director of Forensics is concerned with the development of the whole person.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

67. The Director of Forensics directs the research effort.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

68. The Director of Forensics uses his/her time inefficiently.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

69. The Director of Forensics lacks interest in the program.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

70. The Director of Forensics can be relied on for help at tournaments.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

71. The Director of Forensics is primarily concerned with winning.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

72. The Director of Forensics builds students' confidence.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

73. The Director of Forensics has experience in the field.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

74. The Director of Forensics over-emphasizes debate.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

75. The Director of Forensics seems to know what he/she is talking about.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

76. The Director of Forensics uses the budget effectively.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

77. The Director of Forensics is respected by others in his/her field.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

78. The Director of Forensics spends little time listening to students practice.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

79. The Director of Forensics is a close-minded individual.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

80. The Director of Forensics fails to delegate responsibility.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

81. The Director of Forensics adequately prepares students for competition.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

82. The Director of Forensics is involved in professional activities other than his/her forensics program.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

83. The Director of Forensics lacks knowledge of debate theory.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

84. The Director of Forensics provides all members with an equal opportunity to participate.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

85. The Director of Forensics can adapt to many situations.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

86. The Director of Forensics approaches his/her duties energetically.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

87. The Director of Forensics was willing to listen to students problems.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

88. The Director of Forensics offers constructive criticism.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

89. The Director of Forensics has a positive attitude towards the program.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

90. The Director of Forensics provides instruction in delivery.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

91. The Director of Forensics lacks patience with other people.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

92. The Director of Forensics teaches the meaning of responsibility

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

93. The Director of Forensics gives no suggestions for improvements.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

94. The Director of Forensics lacks enthusiasm for the program.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

95. The Director of Forensics is conscientious about his/her teaching responsibilities.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

96. The Director of Forensics is hard to get along with.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

97. The Director of Forensics adapts the program to the interests of the participants.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

98. The Director of Forensics displays good sportsmanship.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

99. The Director of Forensics is well organized.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

100. The Director of Forensics devotes his/her time to the program.

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Definitely True	Probably True	Uncertain	Probably False	Definitely False

101. Please give your Director of Forensics a numerical grade based upon the following scale: (Do not give a letter grade. Assign a number grade.)

80 - 100 A

60 - 79 B

40 - 59 C

20 - 39 D

0 - 19 F

Grade: _____

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APPENDIX C

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PLEASE HAVE THE DIRECTOR OF FORENSICS (DEBATE) SUPPLY THE FOLLOWING DEMOGRAPHIC DATA.

The Demographic Data requested below is necessary to validate the sample population. Your cooperation is appreciated.

1. Approximate undergraduate enrollment in your college or university:

☐ 20,000 or more
☐ 15,000 - 20,000
☐ 10,000 - 15,000
☐ 5,000 - 10,000
☐ under 5,000

2. Approximate number of participants in the forensics program:

☐ 30 or more
☐ 20 - 30
☐ 15 - 20
☐ 10 - 15
☐ under 10

3. Approximate size of the forensics budget:

☐ \$20,000 or more
☐ \$15,000 - \$20,000
☐ \$10,000 - \$15,000
☐ \$ 5,000 - \$10,000
☐ \$ 2,500 - \$ 5,000
☐ under \$2,500

4. Does the Forensics program include both Debate and Individual Events?

☐ yes ☐ no

If answer is "no", circle the one you do participate in.

5. Total number of forensics program staff:

☐ faculty
☐ graduate assistants

6. Is the Director's primary assignment the forensics program?

☐ yes ☐ no

Do you receive released time for forensics?

☐ yes ☐ no

If so, how much (percent of total assignment)?

☐

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